In **Prekinder** we have the following homework:

* On Tuesdays, children take home the “Activities Folder”, with three works related to fine motor skills and/ or perceptual/ attentional skills, this folder should be giving back to school on Fridays. At the beginning of the year this folder is unify, but after having a clear picture of each student, this one will be differentiated according to children’s needs, this does not imply that children will receive more homework, the agreement is to keep the three works per child.
* Spanish teacher is sending a folder homework too, Clara just informed this to us, last week, so we decided to “intercalarlo” with our Activities Folder. Her purpose with this folder is to send tracing works and other L1 homework
* The main purpose with these works folder is to create / reinforce as in First grade the study skills, so children and parents are be told to do one work per day
* On Fridays, children take home the Homework folder, this one contains Maths, English and Unit homework in a weekly based. Sometimes unit homework goes for two weeks in a row because of the rhythm of the inquiry.
* Since January children are going to take home two books in the Book Bag, one in L1 and the other in L2. The purpose with these ones is developing love for reading; it does not have any recording task.

**KINDER LEVEL**

* Our agreements to send homework assignments are based on the Learning Experiences or activities we do in our classroom. They are generally follow up (reinforcement) of what has been taught in class. We send 3 homework assignments weekly: One from Unit, one from Maths and one from Language.
* We send different kinds of homework assignments: Most of them are related to the topic, concept or skills we are working on. Some of them are internet links which are uploaded in our class wikis, where children can practice in a fun way what has been taught in class such as poems, songs, beginning sounds and Maths skills, some others are written in their notebooks and some of them are from the Heinemann mathematics booklets. Some others are inquiry-based. Since we have been reflecting on how to care for our planet, based on the school requirements, we have been reducing our use of paper, that is why we seldom use photocopied material.
* In the adaptation process all homework assignments we sent were related to the PSE area (once a week). Now we are sending it twice a month.
* We also send a book from the ORT series and one book from our class libraries of their choice, weekly, to be read during the week.
* We have designed some extra work for low achievers (Plan Casero and /or Take home folder) which are sent home every other week in hard copy and/or e-mail.
* We also invite some students to develop some skills (Oral Language, self confidence, social skills) through the following strategies: Show and Tell, Secret Object, I am good at, Experts´ speech, individual contracts, self-assessment charts…
* We generally share the Language, Maths and Unit homework assignments the following week from which they have been sent for implementing peer learning, and we always share it using different ways of grouping: Concentric circles, half groups, stations, etc.
* For high achievers we design a special Plan Casero with activities related to Language, Maths and Unit.
* Students have 2 days to do their homework assignments. When they do not bring it on time we reflect with the child about it to develop sense of responsibility and we send parents a reminder via e-mail.
* We check their assignments and based on what they share, we know if they have understood the concepts or the content we are working on.
* We have a register (checklist) where we and themselves tick if they have brought it on time.

In **First Grade** we have the following homework:

* ORT reading, each child takes home one book one day per week, to be returned on the same day the following week. There is a basic homework task, during the first period it's just a simple record, later it becomes more demanding. Differentiated in terms of the book level.
* Library book, each child takes a Spanish and an English book of their choice home each week - there is a set day each week for each class to change their books.
* Maths, one piece of homework weekly, almost always in the Nelson Maths book. Generally to be returned the following day. Sometimes differentiated although to be honest it usually isn't.
* English, so far this year it has always been related to High Frequency Words. Generally to be returned the following day. We have begun differentiating this - giving more advanced students more complex words.
* Transdisciplinary unit, this is not so regular and probably averages out at one piece of homework per 2 weeks. Much more flexible, the children may have one day or several days to do it depending on what it is. It may involve making conclusions about a field trip or expert visit, bringing something to school, observing outside of school, interviewing or surveying people.
* Spanish, children have a week to do it.

Homework should, at least in theory, be done by the children without the need of help from their parents - although parental involvement is actively encouraged for reading and may be necessary for Unit homework depending on what it is.

Homework is intended as a way of developing the habit of a little study each day.

The agreement in our grade is that homework may be sent on different days, according to each class' timetable that week, but we should all be sending the same homework the same week.

All of the teachers have this clear in principle and I am not aware of any major inconsistencies.